

# Standards Update: Instructional Units & NJSLS Review

Division of Academics and Performance

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**State Board of Education Meeting**

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**Please note that this PowerPoint presentation has been modified to  
be more accessible.**



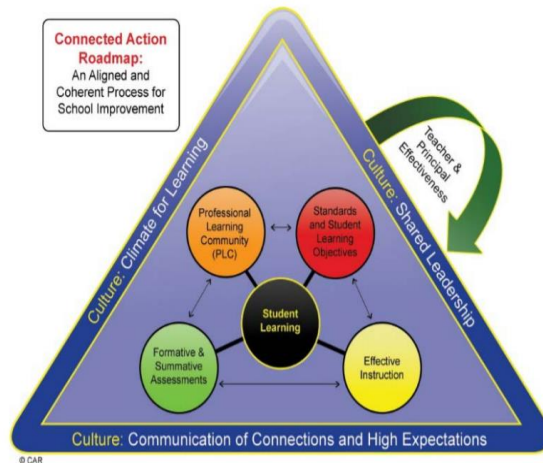
# Office of Standards Major Workstreams

## 1. Instructional Units in English Language Arts and Mathematics

- Unpacked New Jersey Student Learning Standards (2016) into Student Learning Objectives using the Connected Action Roadmap process

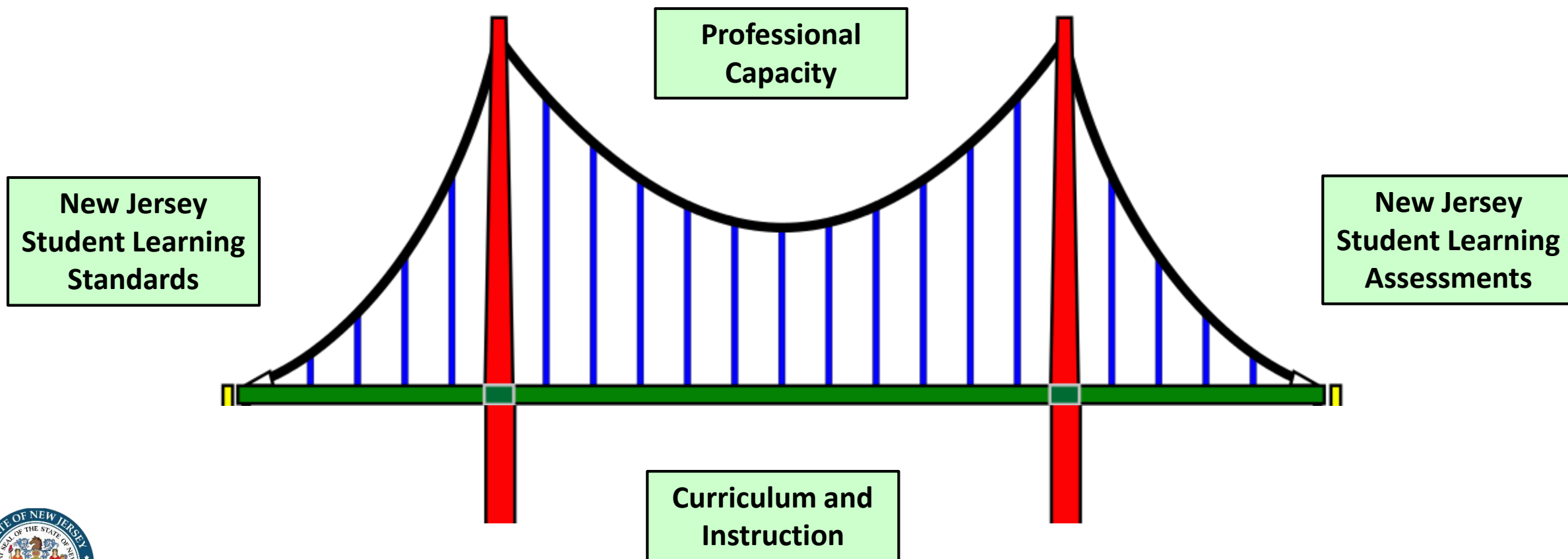
## 2. Review of the New Jersey Student Learning Standards (2014)

- Comprehensive Health and Physical Education
- Science
- Social Studies
- Technology
- Visual and Performing Arts
- World Languages
- 21<sup>st</sup> Century Life and Careers

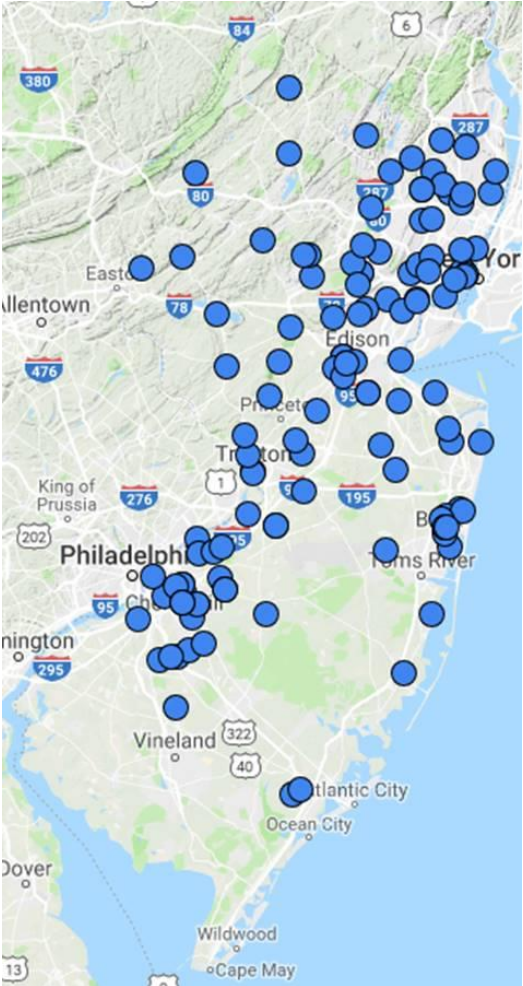


# Theory of Action

Standards: Aligned Curriculum, Instruction, and Assessment



# Diverse Educator Teams Assisting in the Work



Over 100 districts, non-profit organizations, agencies, and military represented



88% participants have Masters degree or higher

Teachers, school leaders, higher ed, incl. charter & non-public from urban, suburban & rural communities



# 1. ELA and Mathematics Instructional Units

## Starting a collaborative toolkit to build professional capacity to deliver standards-aligned curriculum and instruction in every school

*Grade 3 – Unit 1: Elements of Literature*

### Rationale

Unit one will be an introductory unit to reading and responding to literature and narrative writing. Students will begin working with both literary and informational text. The focus for reading is on learning elements of literature and applying those skills to other texts. Students will then use knowledge of how literature is organized to develop their own narrative writing pieces. Reading foundational skills are embedded into the unit as students apply grade-level phonics and word analysis skills to decode and encode words and read grade level text with purpose and understanding. Speaking and listening standards and language standards are infused within the unit as students learn to engage in collaborative conversations about literature and apply grammatical skills to their narrative writing.

*Grade 3 – Unit 1, Module A*

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RL.3.1.</b> Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"><li>ask and answer questions about the text to demonstrate understanding</li><li>make relevant connections to the text</li></ul>
<b>RL.3.2.</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	<ul style="list-style-type: none"><li>determine the main message or theme of the text</li><li>explain the central message/theme, lesson, or moral through key details revealed in a text</li></ul>
<b>RL.3.3.</b> Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	<ul style="list-style-type: none"><li>describe the character traits in a story</li><li>describe the character traits in a story and how their actions contribute to the plot</li><li>describe the characters motivations and feelings</li><li>describe the characters motivations and feelings in a story and how their actions contribute to the plot</li></ul>
<b>RL.3.5.</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"><li>terms such as chapter, scene, and stanza refer to parts of stories, dramas, and poems</li></ul>
<b>RL.3.6.</b> Distinguish their own point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none"><li>distinguish between the narrator's point of view</li><li>distinguish between the character's point of view</li></ul>







## Instructional Units» Home

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English Language Arts CAR Templates
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Mathematics CAR Templates
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### Instructional Units for Mathematics

The instructional units for Mathematics in grades kindergarten through 8, Algebra I and Geometry can serve to facilitate conversations regarding assessment and curriculum development. Experienced educators designed the instructional units purposefully with a clear focus on coherence. Given that mathematics is a logically progressing discipline, the linking of concepts and skills within and across grades is critical to ensure that units reflect coherence. While the instructional units have an order and arrangement, local districts have the flexibility to modify them to fit the needs of their student population. For example, though all SLOs appear only once, a district could modify the units to repeat the inclusion of one or more SLOs to ensure mastery.

If your district is using the [Connected Action Roadmap](#) (CAR) approach to curriculum development, you will find the standards and SLOs in the [Mathematics CAR templates](#) on the left-hand side bar.

- [Mathematics Kindergarten Units](#)
- [Mathematics First Grade Units](#)
- [Mathematics Second Grade Units](#)
- [Mathematics Third Grade Units](#)
- [Mathematics Fourth Grade Units](#)
- [Mathematics Fifth Grade Units](#)
- [Mathematics Sixth Grade Units](#)
- [Mathematics Seventh Grade Units](#)
- [Mathematics Eighth Grade Units](#)
- [Mathematics Algebra I Units](#)
- [Mathematics Geometry Units](#)

#### Archive

- [Curricular Frameworks](#)
- [Model Curriculum](#)



Professional learning experiences involving the Instructional Units will be provided through the 2019-20 SY by NJDOE and its partners



# 2. New Jersey Student Learning Standards Review

## Vision

Design and implement a coherent, transparent, and systematic approach to the standards review process using evidence-based practices.





# Design Format for New Jersey Student Learning Standards

## Introduction

- Mission and vision
- Content-specific research
- New Jersey Statutes and Administrative Code
- Content-specific practices

## Grade Bands

- Standards are grade specific and/or written in K-2, 3-5, 6-8, 9-12 grade bands

## Structure

- Follows format of national standards or
- Uses core ideas (what students should know) and indicators (what students should be able to do)

## Appendices

- Integration of evidence-based social and emotional learning competencies, career-ready practices, 21st century skills and themes, technology, equity, and interdisciplinary connections



# Standardized Approach Adapted for Each Content Area

## Collaborative Work with Educator Teams

- Standards Review Kickoff
- Evaluation of 2014 NJSLS by WestEd
- Monthly face-to-face and virtual meetings with DOE and Educator Teams
- Individual indicator and holistic reviews
- Revise standards based on literature and research

## NJDOE Process of Revising NJSLS for State Board Consideration

- Provide draft NJSLS to State Board of Education
- Seek feedback during public comment sessions
- Revise NJSLS based on feedback received
- Share final version of NJSLS with State Board of Education
- Present resolution to State Board of Education for adoption of NJSLS



# Timeline Including Board Action

Proposed Activity	Dec 2019	Jan 2020	March 2020	April 2020	June 2020	Sept 2020- Sept 2022
<b>SBOE committee updates</b>						
<b>Draft standards presented to SBOE</b>						
<b>Draft resolution</b>						
<b>Public comment sessions</b>						
<b>Present revised NJSLS to SBOE based on feedback</b>						
<b>Final resolution</b>						
<b>Curriculum implementation phased in</b>						

